

Aynor Elementary

516 Jordanville Road
Aynor, SC 29511

Grades	PK-5 Elementary School	
Enrollment	638 Students	
Principal	Reggie W. Gasque	843-358-3680
Superintendent	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	30	58	3	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Below Average	No
2004	Excellent	Good	Yes
2005	Good	Unsatisfactory	No
2006	Good	Good	Yes

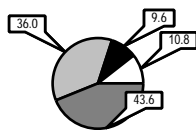
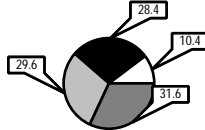
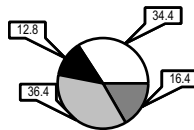
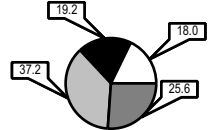
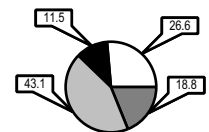
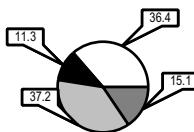
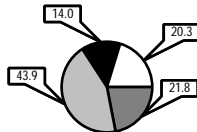
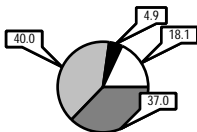
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	276	100.0	10.7	35.6	43.1	10.7	65.6	Yes	Yes
Gender									
Male	149	100.0	14.8	37.0	41.5	6.7	57.8	N/A	N/A
Female	127	100.0	5.9	33.9	44.9	15.3	74.6	N/A	N/A
Racial/Ethnic Group									
White	236	100.0	8.3	34.6	45.6	11.5	68.7	Yes	Yes
African American	31	100.0	29.6	44.4	22.2	3.7	44.4	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	222	100.0	6.3	31.9	50.7	11.1	73.4	N/A	N/A
Disabled	54	100.0	30.4	52.2	8.7	8.7	30.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	10.7	35.6	43.1	10.7	65.6	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	100.0	10.5	35.1	43.5	10.9	66.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	156	100.0	14.0	44.1	38.2	3.7	55.9	Yes	Yes
Full-pay meals	120	100.0	6.8	25.6	48.7	18.8	76.9	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	276	100.0	10.3	29.2	32.0	28.5	73.9	Yes	Yes
Gender									
Male	149	100.0	12.6	28.1	36.3	23.0	70.4	N/A	N/A
Female	127	100.0	7.6	30.5	27.1	34.7	78.0	N/A	N/A
Racial/Ethnic Group									
White	236	100.0	7.4	30.9	30.4	31.3	76.5	Yes	Yes
African American	31	100.0	37.0	22.2	33.3	7.4	44.4	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	222	100.0	3.9	26.6	36.2	33.3	84.5	N/A	N/A
Disabled	54	100.0	39.1	41.3	13.0	6.5	26.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	10.3	29.2	32.0	28.5	73.9	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	100.0	10.5	29.4	31.5	28.6	73.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	156	100.0	18.4	30.1	30.9	20.6	62.5	Yes	Yes
Full-pay meals	120	100.0	0.9	28.2	33.3	37.6	87.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	276	100.0	34.0	36.0	16.6	13.4	30.0
Gender							
Male	149	100.0	35.6	34.1	16.3	14.1	30.4
Female	127	100.0	32.2	38.1	16.9	12.7	29.7
Racial/Ethnic Group							
White	236	100.0	30.9	35.9	18.9	14.3	33.2
African American	31	100.0	63.0	29.6	3.7	3.7	7.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	222	100.0	26.6	40.1	18.8	14.5	33.3
Disabled	54	100.0	67.4	17.4	6.5	8.7	15.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	34.0	36.0	16.6	13.4	30.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	100.0	33.9	35.9	16.9	13.3	30.2
Socio-Economic Status							
Subsidized meals	156	100.0	41.9	33.8	13.2	11.0	24.3
Full-pay meals	120	100.0	24.8	38.5	20.5	16.2	36.8

Social Studies							
All Students	276	100.0	17.8	37.2	25.3	19.8	45.1
Gender							
Male	149	100.0	18.5	37.0	26.7	17.8	44.4
Female	127	100.0	16.9	37.3	23.7	22.0	45.8
Racial/Ethnic Group							
White	236	100.0	15.7	36.9	25.8	21.7	47.5
African American	31	100.0	40.7	33.3	22.2	3.7	25.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	222	100.0	10.6	38.6	29.0	21.7	50.7
Disabled	54	100.0	50.0	30.4	8.7	10.9	19.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	276	100.0	17.8	37.2	25.3	19.8	45.1
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	100.0	18.1	36.7	25.4	19.8	45.2
Socio-Economic Status							
Subsidized meals	156	100.0	25.7	38.2	22.1	14.0	36.0
Full-pay meals	120	100.0	8.5	35.9	29.1	26.5	55.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	102	100.0	9.5	23.2	58.9	8.4	67.4
	4	82	100.0	17.6	51.4	24.3	6.8	31.1
	5	90	100.0	14.6	42.7	40.2	2.4	42.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	7.1	19.0	56.0	17.9	73.8
	4	101	100.0	11.7	40.4	44.7	3.2	47.9
	5	83	100.0	13.3	48.0	26.7	12.0	38.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	102	100.0	11.6	41.1	32.6	14.7	47.4
	4	82	100.0	25.7	20.3	33.8	20.3	54.1
	5	90	100.0	8.5	41.5	20.7	29.3	50.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	7.1	22.6	41.7	28.6	70.2
	4	101	100.0	5.3	27.7	33.0	34.0	67.0
	5	83	100.0	20.0	38.7	20.0	21.3	41.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	102	99.0	23.4	50.0	20.2	6.4	26.6
	4	82	100.0	35.1	37.8	17.6	9.5	27.0
	5	90	100.0	31.7	53.7	13.4	1.2	14.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	22.6	42.9	22.6	11.9	34.5
	4	101	100.0	30.9	36.2	16.0	17.0	33.0
	5	83	100.0	50.7	28.0	10.7	10.7	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	102	100.0	16.8	61.1	16.8	5.3	22.1
	4	82	100.0	23.0	47.3	23.0	6.8	29.7
	5	89	100.0	28.4	44.4	19.8	7.4	27.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	92	100.0	8.3	27.4	40.5	23.8	64.3
	4	101	100.0	16.0	37.2	25.5	21.3	46.8
	5	83	100.0	30.7	48.0	8.0	13.3	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 638)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	0.2%	Up from 0.0%	2.7%	2.8%
Attendance rate	95.6%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	26.6%	Down from 27.8%	11.3%	10.4%
On academic plans	32.2%	N/AV	35.8%	33.6%
On academic probation	0.0%	N/AV	1.3%	1.0%
With disabilities other than speech	8.4%	Down from 11.3%	8.4%	7.5%
Older than usual for grade	0.0%	No change	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 43)				
Teachers with advanced degrees	30.2%	Down from 38.1%	53.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.8%	2.4%
Teachers with emergency or provisional certificates	2.8%	Down from 7.7%	0.0%	0.0%
Teachers returning from previous year	82.7%	Down from 84.9%	87.8%	87.3%
Teacher attendance rate	94.1%	Up from 93.8%	94.7%	94.9%
Average teacher salary	\$42,385	Down 0.1%	\$42,390	\$42,485
Prof. development days/teacher	24.3 days	Down from 32.6 days	14.0 days	13.3 days
School				
Principal's years at school	4.0	No change	3.8	4.0
Student-teacher ratio in core subjects	23.1 to 1	Up from 15.4 to 1	18.3 to 1	18.6 to 1
Prime instructional time	87.8%	Down from 88.3%	89.6%	89.7%
Dollars spent per pupil*	\$7,424	Up 7.2%	\$6,364	\$6,557
Percent of expenditures for teacher salaries*	62.1%	Down from 65.0%	63.2%	64.0%
Percent of expenditures for instruction*	68.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The staff, students and parents of Aynor Elementary are committed to reaching high levels of achievement. In order to ensure success for every student, assessment data are examined throughout the year to monitor the progress and identify the needs of each student. An on-line assessment, Measures of Academic Progress (MAP), is used three times a year to indicate areas of strength and areas in need of attention in English Language Arts, reading and math. Teachers use the results of testing to make necessary adjustments in the curriculum and to form invitational groups for instruction, which are tailored to address the academic achievement level and needs of each student.

The South Carolina Education Oversight Committee recognized our school for the third year in a row for closing the achievement gap for low performing students. In order to reach this level of success, we treat each child as an individual. We provide varied opportunities for success through Reading Recovery, during the school day and after school tutorials, guidance, Student Study Team (SST) interventions, volunteer tutors, peer mediation and student/parent/teacher conferences. We offer various computer programs to assist with early literacy and math interventions. We provide math Team Time, an additional 40 minute math period daily in grades 2-5. Students are grouped for achievement during this math block. Our English Language Arts (ELA) focus is reading comprehension and written expression. We have implemented the Inclusion Model in our special education program in order to serve more of our students in the least restrictive classroom environment.

We continue to provide staff development in ELA through reading professional books and literature and attending workshops. Teachers have worked together to observe and analyze lessons taught by their peer teachers in order to strengthen instruction based on the observed needs of the students. In addition, our curriculum specialist and coaches plan and provide coaching, modeling and staff development for teachers.

Aynor Elementary School continues to be a "Wonderful Place to Grow" because of the love and commitment of our staff and community. Our community members join hands to create a nurturing environment for our children, an environment which fosters academic achievement.

Carolyn C. Floyd, Principal, 2005-06

Tony Godsey, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	67	69
Percent satisfied with learning environment	82.1%	97.0%	92.6%
Percent satisfied with social and physical environment	100.0%	91.0%	94.1%
Percent satisfied with school-home relations	97.4%	95.5%	88.1%

*Only students at the highest elementary school grade level at this school and their parents were included.